

## **Using the Missouri Family and Consumer Sciences Program Components and Quality Indicators for Program Development and Evaluation**

The following evaluation instrument, *Missouri Family and Consumer Sciences Program Components and Quality Indicators for Program Development and Evaluation* can be used to collect data for making program improvement decisions. This instrument addresses 12 components of a Missouri Family and Consumer Sciences Education program and identifies quality indicators for each that can be rated or evaluated by local program personnel. The program components include: Establishes an Advisory Committee and Develops Relationships with Business/Industry and the Community; Collaborates on Curriculum Development and Articulation; Supports Student Organizations and Activities; Organizes and Promotes the Program; Organizes, Prepares and Facilitates Instruction; Provides a Positive Learning Climate; Assesses Student Performance; Advises Students; Manages Resources, Equipment and Supplies; Maintains Program Effectiveness; Teaching-Related Activities; and Professional Development Activities.

This instrument can be used to collect baseline data about the program and can also serve as an annual program evaluation tool to assess the ongoing status of the program. Through discussions with administrators, advisory board members, students, and other interested groups, the program's strengths and areas needing improvement can be identified. This also is a source of strategies for improvement to strengthen specific quality indicators.

Each indicator is measured using a 3-2-1-0 rating scale indicating the current status of the program. A rating of "3" means that the indicator exceeds expectations for implementation; a rating of "2" indicates that the indicator is being met, but improvement may be needed; a rating of "1" means that improvement is needed; and "0" indicates that the indicator has not been addressed. For ratings of "2", "1" and "0", strategies should be identified to strengthen or improve the indicator. In some instances, "0" is not a viable response, as indicated by the gray area for this number. These indicators in gray relate to Missouri School Improvement Standards or other vocational program requirements that must be in place in the approved program and must be given a rating of "1" or more.

Once the document has been completed, ratings need *not* be totaled or tallied. Rather, the intent is to identify the level of satisfaction with or implementation of each indicator and how well it supports the total program. The indicators targeted for improvement can be used to complete the *Missouri Family and Consumer Sciences Program Improvement Plan of Action*. A template for preparing this report and a completed example is included in this guide.

# Missouri Family & Consumer Sciences Program Components and Quality Indicators for Program Development and Evaluation

School: \_\_\_\_\_ Teacher: \_\_\_\_\_ Date of Evaluation: \_\_\_\_\_

## Indicator Rating Key

- 3 Exceeds Expectations for Implementation
- 2 Quality Indicator Met but Improvement May be Needed
- 1 Needs Improvement to Meet Quality Indicator
- 0 Quality Indicator Not Addressed

<b>A. Establishes an Advisory Committee and Develops Relationships with Business/Industry and the Community</b> (Refer to Section 3, pages 6-7 for more information on this component)				
1. Identifies and organizes an appropriate and diverse advisory committee, involving community and business/industry representatives and program resources, including meeting the needs of special populations. <i>Evidence: Advisory membership roster and representation</i>	3	2	1	
2. Conducts effective and organized advisory committee meetings and maintains ongoing advisory meetings throughout the year incorporating input and advice for program improvement. Advisory committee recommendations and services are utilized in program activities and revisions. <i>Evidence: Annual program evaluations, committee meeting minutes</i>	3	2	1	
3. Utilizes business, individual, and community relationships to enhance program activities including a variety of quality work-site learning opportunities and feedback documentation for each student. <i>Evidence: Guest speakers, job-shadowing, and internships</i>	3	2	1	0
<i>Additional evidence for indicators 1-3: Community needs assessment report, advisory committee plan of action or photos.</i>				
Strengths:				

Strategies for Improvement:

**B. Collaborates on Curriculum Development and Articulation**

(Refer to Section 3, page 8 for more information on this component)

1. Collaborates with other district family and consumer sciences teachers (if applicable), students, community and local administration <i>Evidence: Minutes of meetings showing collaborative efforts in curriculum development</i>	3	2	1	0
2. <b>Demonstrates external alignment</b> Reflects the national family and consumer sciences vision and mission statements in local program philosophy, goals, and objectives <i>Evidence: Program philosophy included in curriculum guides</i>  Aligns curriculum for each course with Missouri Show-Me Standards and state-developed competency lists (as available)  Aligns curriculum for each course with National Standards for Family and Consumer Sciences Education and other content related standards.  <i>Evidence: Documentation of local curriculum alignment with Missouri Show-Me Standards and National Standards for Family and Consumer Sciences Education and other content related standards.</i>	3  3  3	2  2  2	1  1  1	   0   
3. <b>Demonstrates internal alignment</b> Supports the curriculum design, and development process with: a. course descriptions, rationales, course/performance/enabling objectives b. instructional strategies that reflect the level of performance identified in the objectives c. assessments that assess the level of performance identified in the objective d. general industry knowledge, employability skills, workplace applications, and research applications e. both academic and vocational concepts f. effective course evaluation strategies and processes	3  3  3  3  3	2  2  2  2  2	1  1  1  1  1	       

4. Collaborates with post-secondary institutions to ensure continuing education through the articulation of courses or dual-credit vocational courses <i>Evidence: Contact documentation, articulation agreements</i>	3	2	1	
5. Correlates to the local district's Comprehensive School Improvement Plan	3	2	1	
6. Has been reviewed and approved by the local Board of Education within the past five years Date:	3	2	1	
Strengths:				
Strategies for Improvement:				
<b>C. Supports Student Organizations and Activities</b> (Refer to Section 3, page 8 for more information on this component)				
1. Integrates FCCLA programs and activities into all areas and levels of the program. <i>Evidence: Lesson plans and assessments</i>	3	2	1	
2. Affiliates with regional, state and national FCCLA associations. <i>Evidence: Affiliation forms with membership lists</i>	3	2	1	
3. Guides students in preparing annual program of work. <i>Evidence: Chapter program of work</i>	3	2	1	0
4. Provides opportunities for participation in FCCLA programs and leadership development activities. <i>Evidence: Documentation of participation in FCCLA programs and activities on the local, regional, state, and/or national levels</i>	3	2	1	
5. Recognizes students for FCCLA achievements. <i>Evidence: News clippings, awards programs</i>	3	2	1	
6. Infuses career development into the activities of the student organization. <i>Evidence: Program of work</i>	3	2	1	
7. Includes FCCLA programs and activities in overall program evaluation. <i>Evidence: Written evaluation plan</i>	3	2	1	
8. Provides adult supervision for chapter projects and activities.	3	2	1	0
9. Encourages alumni participation in FCCLA programs and activities. <i>Evidence: Documentation of alumni involvement, Alumni &amp; Associates membership data</i>	3	2	1	0

Strengths:

Strategies for Improvement:

**D. Organizes and Promotes the Program**

(Refer to Section 3, pages 8-9 for more information on this component)

1. Promotes the Family and Consumer Sciences program through a variety of methods (e.g., open house, tours, exhibitions, parent conferences). <i>Evidence: FCCLA activities and news clippings, brochures, community presentations</i>	3	2	1	0
2. Works with administrators and counselors to recruit students throughout the school population.	3	2	1	0
3. Exhibits student work, projects, and achievements. <i>Evidence: Photos of displays, awards, certificates of recognition</i>	3	2	1	0
4. Implements a public relations plan that reflects the mission and vision of the family and consumer sciences program and involves students, community and/or post-secondary educational institutions. <i>Evidence: Public relations plans, calendar of activities, FCCLA program of work</i>	3	2	1	0
5. Promotes advocacy within the curriculum	3	2	1	0

Strengths:

Strategies for Improvement:

**E. Organizes, Prepares and Facilitates Instruction**

(Refer to Section 3, page 9 for more information on this component)

1. Utilizes relevant lesson plans that encourage students to apply knowledge, skills, and critical thinking processes. <i>Evidence: Lesson plans</i>	3	2	1	0
2. Utilizes a variety of innovative teaching strategies that encourage students to gather, analyze, evaluate, and apply knowledge. <i>Evidence: Scoring guides, peer coaching, student project-based learning, exhibitions</i>	3	2	1	0
3. Employs a variety of teaching strategies to address different learning styles, developmental levels, and engages students in individual and cooperative learning experiences.	3	2	1	0
4. Prepares instruction to reflect the needs of students of varying cultures, attitudes, beliefs, and values.	3	2	1	0
5. Utilizes classroom management techniques to facilitate instruction.	3	2	1	0
6. Enhances instruction using career-based learning experiences such as job shadowing, on-the-job training, practicum experiences, and school-to-career opportunities.	3	2	1	0
7. Develops lessons that have appropriate modifications and/or accommodations for students with disabilities.	3	2	1	0
8. Modifies instruction according to program evaluation(s), advisory committee recommendations, and makes revisions when necessary.	3	2	1	0
9. Uses a variety of technologies to support instruction.	3	2	1	0

Strengths:

Strategies for Improvement:

**F. Provides a Positive Learning Climate**

(Refer to Section 3, page 10 for more information on this component)

1. Provides an attractive, functional learning environment. <i>Evidence: Bulletin boards, displays, learning centers, resource libraries</i>	3	2	1	0
2. Communicates effectively with students and parents.	3	2	1	0
3. Enforces all school policies and understands the legal rights and responsibilities of the teacher and the students.	3	2	1	0
4. Maintains effective classroom behavior, safety, and security procedures.	3	2	1	0
5. Manages an organized classroom.	3	2	1	0

Strengths:

Strategies for Improvement:

**G. Assesses Student Performance**

(Refer to Section 3, page 10 for more information on this component)

1. Utilizes a variety of student assessment strategies to demonstrate student knowledge and skills. <i>Evidence: Student assessment examples, project examples</i>	3	2	1	0
2. Provides for a record keeping system to track student outcomes mastery. <i>Evidence: Student portfolios, district curriculum tracking mechanisms, competency profile cards</i>	3	2	1	
3. Involves students in developing a portfolio or documentation of competencies mastered. <i>Evidence: Competency profiles, student portfolio checklist</i>	3	2	1	0
4. Utilizes career assessment tools and resources to assist students in achieving educational and career goals.	3	2	1	0
5. Analyzes assessment data to find trends and to revise or	3	2	1	0

enhance instruction. <i>Evidence: FCCLA co-curricular activities, curriculum guides with assessment examples and related scoring guides, student portfolios, district's Annual Performance Report from standardized testing</i>				
Strengths:				
Strategies for Improvement:				
<b>H. Advises Students</b>				
(Refer to Section 3, page 11 for more information on this component)				
1. Provides family and consumer sciences career information to students and parents.	3	2	1	0
2. Refers students to appropriate resource persons and other service providers to ensure individual student career development needs are met.	3	2	1	0
3. Works with counselor(s) to provide career development information.	3	2	1	0
<i>Evidence for indicators 1-3: Documentation of career development competencies and activities within the curriculum, student interest surveys, career pathway information, career fair participation, job shadowing and/or internship experiences, and integrated FCCLA activities</i>				
Strengths:				
Strategies for Improvement:				
<b>I. Manages Resources, Equipment and Supplies</b>				
(Refer to Section 3, page 11 for more information on this component)				
1. Includes planning and management of program resources and	3	2	1	0



equipment as a part of the annual program evaluation plan. <i>Evidence: Annual program evaluation plan</i>				
2. Develops a program budget in coordination with program director, teachers, and administration that provides for: a. equipment purchases and maintenance b. purchase of consumable supplies c. instructional materials (e.g., textbooks, software, videos, supplemental resources) <i>Evidence: Inventory and budgetary plan</i>	3 3 3	2 2 2	1 1 1	0 0 0
3. Maintains records of expenditures, receipts, and account balances.	3	2	1	0
4. Maintains a current written inventory of tools, equipment, supplies and materials. <i>Evidence: Resource materials inventory; equipment inventory</i>	3	2	1	0
5. Manages a system to control the loss and damage to program equipment and materials.	3	2	1	0
6. Stores resources, equipment, supplies, and materials in an organized manner.	3	2	1	0
7. Provides facilities for classroom activities and laboratory experiences to meet the instructional objectives.	3	2	1	0
8. Facilities and equipment meet existing federal, state, and local health and safety codes/standards, including ADA standards.	3	2	1	
Strengths:				
Strategies for Improvement:				
<b>J. Maintains Program Effectiveness</b> (Refer to Section 3, page 11 for more information on this component)				
1. Conducts an annual program evaluation based on a written evaluation plan.	3	2	1	
2. Collects and organizes annual program evaluation data to support program improvements. <i>Evidence of Local/District/Building Data: Student enrollment and projections, student needs and interest</i>	3	2	1	

<i>survey, department meetings related to the program, advisory committee recommendations, parent conferences</i> <i>Evidence of State Data: Core data information, VEDS and follow-up information, MAP results, Annual Performance Report</i>				
3. Implements program improvements based on annual program evaluation results.	3	2	1	0
Strengths:				
Strategies for Improvement:				
<b>K. Teaching-Related Activities</b> (Refer to Section 3, page 12 for more information on this component)				
1. Communicates with parents, counselors, and administration regarding student behavior and academic progress. <i>Evidence: Letters, phone call records, progress reports</i>	3	2	1	0
2. Supports and enforces school policies regarding student behavior and discipline.	3	2	1	0
3. Follows local administrative procedures.	3	2	1	0
4. Attends and participates in faculty meetings and school/district committees.	3	2	1	0
5. Mentors colleagues and accepts student teachers to support the growth of the profession.	3	2	1	0
Strengths:				

Strategies for Improvement:

**L. Professional Development Activities** (Refer to Section 3, page 12 for more information on this component)

1. Participates in professional development opportunities specific to family and consumer sciences education. <i>Evidence: Missouri Educators of Family and Consumer Sciences (MoEFACS), American Association of Family and Consumer Sciences (AAFCS), Association for Career and Technical Education (ACTE)</i>	3	2	1	0
2. Participates in professional development opportunities. <i>Evidence: Local, state, national educational activities</i>	3	2	1	
3. Participates actively in family and consumer sciences professional organizations, meetings, and conferences. <i>Evidence: Conferences, participates in leadership roles in professional organizations</i>	3	2	1	0
4. Participates in FCCLA advisor training opportunities.	3	2	1	0
5. Stays abreast of current education and content trends. <i>Evidence: Graduate-level courses, professional literature Reviews</i>	3	2	1	0
6. Stays abreast of business and industry trends related to content area. <i>Evidence: Teacher participation in internship/job shadowing activities, advisory committee input</i>	3	2	1	0
7. Participates in action research opportunities and mentoring.	3	2	1	0
8. Establishes goals for professional, educational, and technical development. <i>Evidence: Professional development plan</i>	3	2	1	0

Strengths:

Strategies for Improvement: